

Our class is called *Starfish Nursery*
You are all now officially part of our Starfish
Community!



Meet our staff team...



Mrs Cameron
Teacher: Monday, Tuesday,
Wednesday



Mrs Butcher
Teacher: Thursday, Friday



Mrs Kathpalia



Mrs Pearson



Mrs G



Mrs Davies



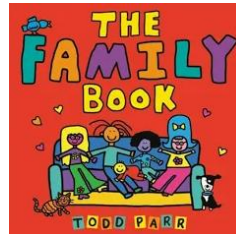
Autumn 1

Topic: 'Marvellous Me'

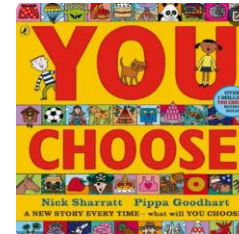
Welcome to nursery! Although this is a very exciting time, we also know that starting nursery can be a daunting experience — not just for the children, for the adults too! Please be assured that your child's wellbeing is our top priority. We will do all we can to give them the happiest possible start to life in nursery 😊

During this half term we will be taking time to get to know the children really well, finding out about their families and their favourite things.

Our focus books are:



The Family Book



You Choose

Focus songs and rhymes for this half term

I've got a body
Happy and you know it
Heads shoulders knees and toes

Enrichment opportunities this half term

Toothbrushing in nursery
Visiting the school library

Useful information

Full day: 8.45am-2.45pm
Morning session: 8.45am-11.45am
Afternoon session: 12.15pm-3.15pm

Please ensure all items that your child brings to school are named, this includes coat, bags, water bottles, hats, spare clothes etc. Things can very easily get lost if they are not named.

You may like to leave a pair of wellies in school for playing outside.

Starfish Nursery

Autumn Term

Communication and Language

Point towards something they want or where they want to go.

Greet with a smile.

Look in the direction of someone speaking to them.

Express a preference; identifying things they like/dislike

Find an adult to show when I need something, e.g. with a gesture or point

Show increasing confidence when communicating with familiar people

Demonstrate the ability to use a variety of Tier 1 vocabulary words in the correct context

Follow taught daily routines

Follow an instruction with support

Listen to and begin to join in with familiar songs (exploring voice and sounds).

We have seven areas of learning, as indicated here and on the next page.
Each box outlines what we hope the children will be able to do/demonstrate by the end of Autumn 2 (Christmas).

Physical Development

Fine Motor:

Explore and attempt to use a small range of tools and equipment demonstrating some control and hand strength, e.g. spring assist scissors, large tweezers, paintbrushes, mark-making implements.

Use **whole hand grip** to explore and use a range of tools

Begin to use **whole-hand** scissors to make snips in paper.

Put arms in coat (with adult support)

Gross Motor:

Imitates bilateral movements e.g. clapping, walking, rolling a ball, pushing a large object

Imitates up/down motion e.g. using paint rollers, streamers, scarves

Engages in climbing and other gross motor activities outside (or other appropriate place e.g. on gym equipment in hall) with adult support

Stand upright with their feet together.

Make a four point kneel position e.g. crawling

Begin to show increasing control over their body when moving from one position to another, e.g. standing to sitting

Enjoy exploring their bodies and movements in different ways when encouraged by an adult, e.g. jumping, hopping, balancing, riding (scooters and balance bikes) and simple large ball skills such as rolling along the ground

Begin to move to music

Navigate a space avoiding collisions with people or objects e.g. in the learning garden

Personal, Social and Emotional Development

Choose a task to engage in with support

Identify 'happy' and 'sad' symbols and name them/point to them correctly.

Follow some of the daily routines of school with support (e.g. stopping on a signal, lining up for outside, washing hands for lunch, finding peg).

Using gestures or visuals to communicate a self-care need e.g. pointing at their coat, pointing towards the toilet

Play alongside someone else

Begin to say 'no' or 'stop' when needing to be assertive

Starfish Nursery

Autumn Term

Literacy

Reading:

Look at books with an adult and talk about what they see

Differentiate between well-known environment sounds (e.g. doorbell, car, dog, tap running).

Begin to show an awareness of rhyming words by joining in with rhymes in familiar stories songs and rhymes, e.g. when the teacher recounts a familiar rhyme, omitting the final rhyming word, they complete the rhyme.

Recognise their own photograph in the environment, e.g. for self-registration

Recognise classroom items in pictures and sort accordingly, e.g. putting toys away in correct boxes by matching items to those in the corresponding pictures

Writing:

Intentionally make marks, without any named purpose

Explore different mark making equipment, moving in any direction e.g. up/down, forwards/backwards

Use different direction when mark making not necessarily giving a purpose.

Use any comfortable grip

Mathematics

Begin to categorise and compare objects according to properties, such as colour, type, shape or size

Sort familiar objects into two groups and say why they chose to put an object in the group they did

Make comparisons between objects relating to size and weight

Hear and begin to join in with counting songs using fingers (reciting numbers to 5 forwards and backwards)

Notice that quantities are different and begin to use language: 'more than', 'fewer than'

Self-register on five frames noticing full and not full

Recognise up to 3 objects, using perceptual subitising (1, 2 and 3)

Show fingers, marks on paper or pictures for numbers up to 3

Become familiar with numerals 1, 2 and 3

Separate a group of up to three objects in different ways (part/whole)

Recognise that the total is still the same when objects are separated in different ways

Notice 1, 2 and 3 on a five frame

Understanding the World

Take an interest in their immediate environment

Enjoy playing with items inside the classroom and outside

Show interest in new experiences and finding out new things e.g. by observing

Communicate in some way about what they have explored and learnt (could be a gesture, expression of interest or comment)

Expressive Arts and Design

Know that anyone can create Art.

Explore different materials freely without a specific purpose

Explore a range of art and mark making equipment (moving in any direction).

Select and hold mark-making equipment to make marks intentionally, not necessarily with a specific purpose.

Use glue to stick two items together e.g. collage items on paper

Match colours

Enjoy playing with dough by squashing, pushing, breaking it apart and stretching

Engage in pretend play, e.g. role-play in the home corner or making animal or vehicle noises when playing with small world,

Begin to introduce ideas using small world equipment and role play based on familiar/known scenarios e.g. taking the baby to the doctor, driving the car to the shops

Join in with familiar and repeated songs and nursery rhymes

Enjoy music making and music exploration

Copy an adult making a sound with an instrument e.g. tap on the tambourine two times, shake the shaker 1 time.

Listen to a range of different environmental and instrumental sounds

Explore instruments and the sounds they make.